

SOUTH CAROLINA STATE PLAN

Adult Education and Family Literacy



**Under Title II of the
Workforce Investment Act of 1998**

APRIL 12, 2000

For July 1, 2000, through June 30, 2004

**Revised Plan for July 1, 2004–June 30,
2005**

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State Superintendent of Education**

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INTRODUCTION

This plan is an agreement between the state of South Carolina and the federal government to assure that the State's administration of adult education and family literacy programs is consistent with the Workforce Investment Act (WIA) of 1998, U.S. Public Law 105-220 enacted Title II, the Adult Education and Family Literacy Act (AEFLA) of 1998. This plan communicates the scope of the State's commitment to and support of adult education and family and workplace literacy in order to meet the educational needs of its adult citizens and to adhere to the federal regulations. The State Plan is not a regulation. The plan is a guide from which a new regulation will be developed in the next six months.

South Carolina supports and encourages adult education and family literacy through fifty-two school-district programs and ten community-based organizations. Additionally, sixteen technical education colleges and two state agencies—the South Carolina Department of Corrections (SCDC) and the South Carolina Vocational Rehabilitation Department (SCVRD)—are supported.

The primary function of the State Department of Education (SDE) is to provide technical assistance and consultative services to local adult education programs to enhance the quality of services and ensure that these programs meet their goals and objectives. The State Department of Education has the responsibility to monitor and assess local programs for compliance to state and federal laws and regulations.

PURPOSE

The purpose of this plan is to promote statewide improvement and expand literacy services offered by adult education throughout the State as well as to qualify South Carolina for federal funds via incorporation of requirements of the AEFLA.

MISSION STATEMENT

The mission of adult education in South Carolina is to (1) assist adults in becoming literate and obtaining the knowledge and skills necessary for employment and self-sufficiency, (2) assist adults who are parents to obtain the educational skills necessary for them to become full partners in the educational development of their children, and (3) assist adults in the completion of a secondary-school education.

VISION

The vision of adult education is for all South Carolina adults to have a high level of literacy that enables them to access needed information, take independent action, express ideas and opinions, keep up with the changing world, and exercise rights and responsibilities as family members, workers, and community members.

**UNITED STATES DEPARTMENT OF EDUCATION
Office of Vocational and Adult Education**

The Adult Education and Family Literacy Act
Enacted August 7, 1998 as Title II of the
Workforce Investment Act of 1998 (Public Law 105-220)

The South Carolina Department of Education (SDE) of the State of South Carolina hereby submits its revised State Plan extension to be effective until June 30, 2005. The eligible agency also assures that this plan, which serves as an agreement between state and federal governments under the Adult Education and Family Literacy Act, will be administered in accordance with applicable Federal laws and regulations, including the following certifications and assurances.

CERTIFICATIONS

**EDUCATION DEPARTMENT GENERAL
ADMINISTRATIVE REGULATIONS
(34 CFR Part 76.104)**

- (1) The plan is submitted by the State agency that is eligible to submit the plan.
- (2) The State agency has authority under State law to perform the functions of the State under the program.
- (3) The State legally may carry out each provision of the plan.
- (4) All provisions of the plan are consistent with State law.
- (5) A State officer, specified by title in the certification, has authority under State law to receive, hold, and disburse Federal funds made available under the plan.
- (6) The State officer who submits the plan, specified by the title in the certification, has authority to submit the plan.
- (7) The agency that submits the plan, specified by the title in the certification, has authority to submit the plan.
- (8) The plan is the basis for State operation and administration of the program.

ASSURANCES

WORKFORCE INVESTMENT ACT OF 1998 (Public Law 105-220)

Section 224 (b) (5), (6), and (8)

1. The eligible agency will award not less than one grant to an eligible provider who offers flexible schedules and necessary support services (such as child care and transportation) to enable individuals, including individuals with disabilities, or individuals with other special needs, to participate in adult education and literacy activities, which eligible provider shall attempt to coordinate with support services that are not provided under this subtitle prior to using funds for adult education and literacy activities provided under this subtitle for support services.
2. Funds received under this subtitle will not be expended for any purpose other than for activities under this subtitle.
3. The eligible agency will expend the funds under this subtitle in a manner consistent with fiscal requirements in Section 241.

Section 241 Administrative Provisions

- (a) Supplement Not Supplant
Funds made available for adult education and literacy activities under this subtitle shall supplement and not supplant other State or local public funds expended for adult education and literacy activities.
- (b) Maintenance of Effort
 - (1) In General
 - (A) Determination. An eligible agency may receive funds under this subtitle for any fiscal year if the Secretary finds that the fiscal effort per student or the aggregate expenditures of such eligible agency for adult education and literacy activities in the second preceding fiscal year was not less than 90 percent of the fiscal effort per student or the aggregate expenditures of such eligible agency for adult education and literacy activities in the third preceding fiscal year.
 - (B) Proportionate reduction. Subject to paragraphs (2), (3), and (4), for any fiscal year with respect to which the Secretary determines under subparagraph (A) that the fiscal effort or the aggregate expenditures of an eligible agency for the preceding program year were less than such effort or expenditures for the second preceding program year, the Secretary
 - (i) shall determine the percentage decreases in such effort or in such expenditures, and
 - (ii) shall decrease the payment made under this subtitle for such program year to the agency for adult education and literacy activities by the lesser of such percentages.

- (2) Computation. In computing the fiscal effort and aggregate expenditures under paragraph (1), the Secretary shall exclude capital expenditures and special one-time project costs.
- (3) Decrease in federal support. If the amount made available for adult education and literacy activities under this subtitle for a fiscal year is less than the amount made available for adult education and literacy activities under this subtitle for the preceding fiscal year, then the fiscal effort per student and the aggregate expenditures of an eligible agency required in order to avoid a reduction under paragraph (1)(B) shall be decreased by the same percentage as the percentage decrease in the amount so made available.
- (4) Waiver. The Secretary may waive the requirements of this subsection for 1 fiscal year only, if the Secretary determines that a waiver would be equitable due to exceptional or uncontrollable circumstances, such as a natural disaster or an unforeseen and precipitous decline in the financial resources of the State or outlying area of the eligible agency. If the Secretary grants a waiver under the preceding sentence for a fiscal year, the level of effort required under paragraph (1) shall not be reduced in the subsequent fiscal year because of the waiver.

State Department of Education
(State Agency)

1429 Senate Street

Columbia, South Carolina 29201
(Address)

By: _____
(Signature of Agency Head)

(Title)

(Date)

2.0 NEEDS ASSESSMENT

Section 224 (b) (1) of the AEFLA requires “an objective assessment of the needs of individuals in the State or outlying area for adult education and literacy activities, including individuals most in need or hardest to serve.”

POPULATION GROWTH

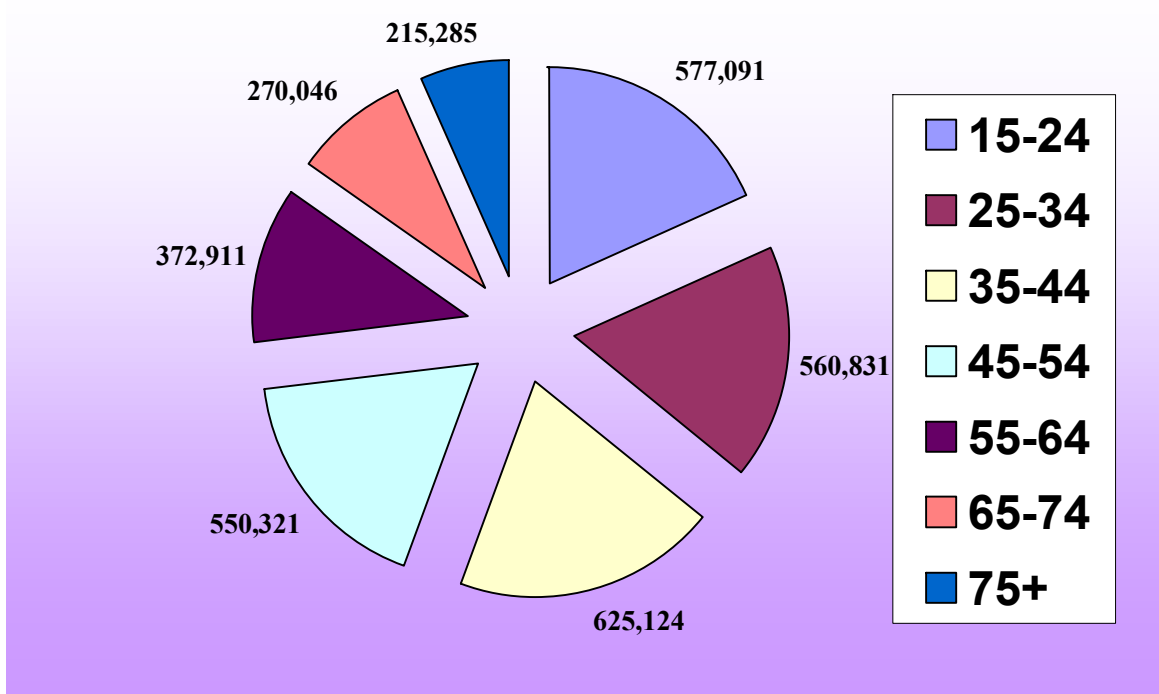
The 2000 census reported a population of 3,002,371 adults eighteen years of age and older in South Carolina. Of these adults, 1,432,413 were male and 1,569,958 were female.

The age-group breakdown was as follows:

15–24	577,091
25–34	560,831
35–44	625,124
45–54	550,321
55–64	372,911
65–74	270,046
75+	215,285

South Carolina’s total population in 2000 was 4,012,012 (*South Carolina Census Data, 2000*). This represents an increase of 525,702 from the 1990 census count, or a 15.1 percent growth: 25.2 percent were under eighteen years of age; 60.5 percent lived in urban areas, and 39.5 percent lived in rural areas; 67.2 percent were white, 29.5 percent were African American, and 3.3 percent were of other ethnicity (*South Carolina Educational Profiles, 2001*).

2000 CENSUS BY AGE GROUP



FEDERAL RESERVE BANK FUTURE POPULATION PROJECTIONS

Age Group	1995 (in 1000s)	2000 (in 1000s)	2005 (in 1000s)	2015 (in 1000s)
0 to 4	263	255	248	262
5 to 17	681	715	732	712
18 to 24	385	367	386	416
25 to 64	1904	2043	2150	2283
65 and up	440	478	517	696

Current projections for the period from 2000 to 2015 are for continued growth at an annual rate of 1.5 percent, which would result in a population of 4.5 million by the year 2015.

This growth rate is not expected to dramatically change the demographic profile, in which 67 percent of the population is white and 52 percent is female. It is now evident that populations are moving out of rural communities and into urban/suburban environs. And, like that of the United States in general, South Carolina's population is aging. However, with our birth rates in decline and retirees in-migrating, aging is perhaps more rapid in the State than in the nation as a whole: by 2015, the 65+ population in South Carolina will be 58 percent above the 1995 level, while the number of children ages 0 to 17 will increase by only 3 percent. South Carolina also will become more ethnically diverse by 2025, with the percentage of internationals increasing 1 percent now and expected to increase to 2 percent of the population in the future. The projected demographics for the State indicate that educators will be serving an older as well as a more ethnically diverse population.

2.1 INDIVIDUALS MOST IN NEED

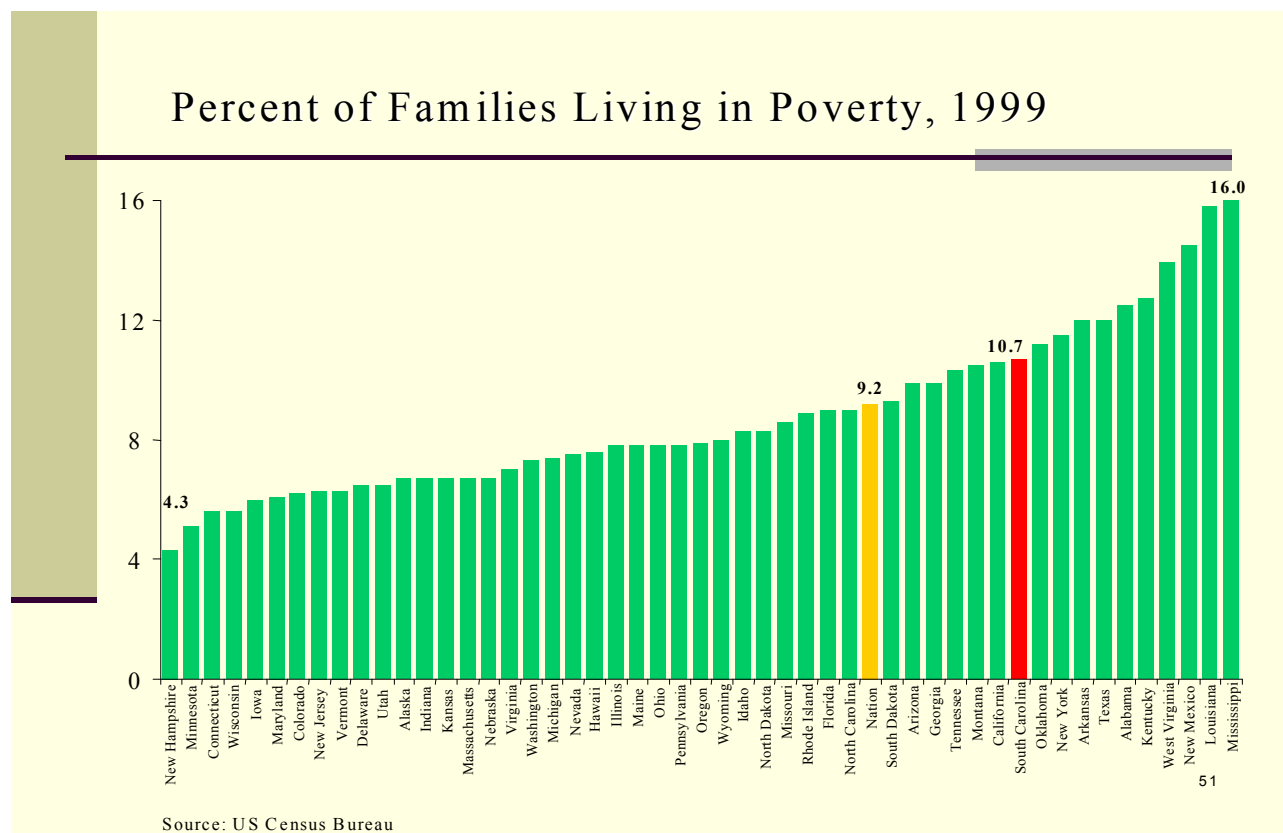
The foremost task for the SDE is to target the populations identified in the WIA and to direct its efforts toward these populations. Demographic information is organized into three primary sections and two secondary sections that correlate to the three identified components of the WIA contained in section 202 of the AEFLA. With regard to these targeted populations, the focus is:

- to assist adults in becoming literate and obtaining the knowledge and skills necessary for employment and self-sufficiency,
- to assist adults who are parents to obtain the educational skills necessary for them to become full partners in the educational development of their children,
- to assist adults in the completion of a secondary-school education,
- to assist adults with special needs, and
- to assist adults who have limited English proficiency.

2.1.1 ADULTS IN THE WORKPLACE WHO NEED TO OBTAIN KNOWLEDGE AND SKILLS NECESSARY FOR EMPLOYMENT AND SELF-SUFFICIENCY

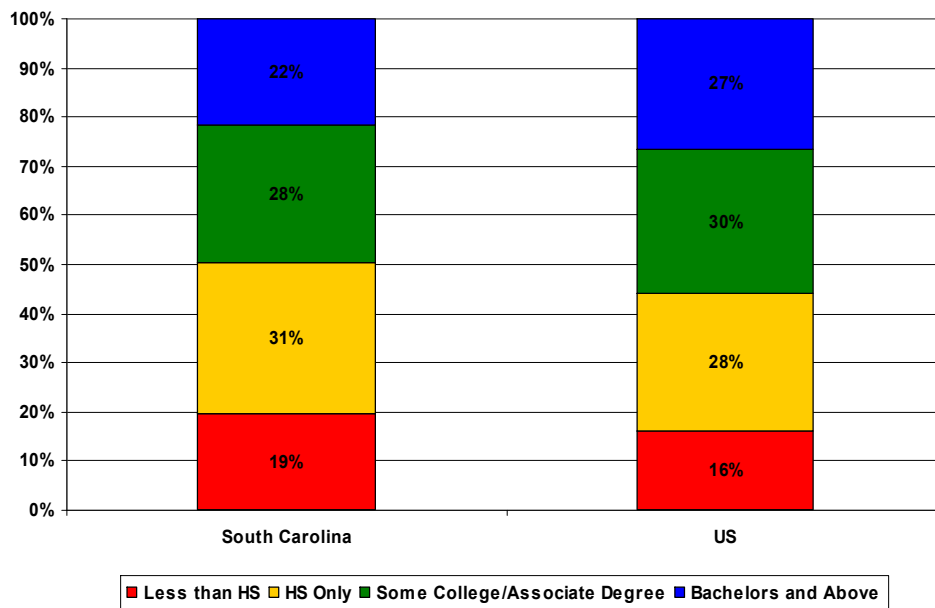
South Carolina's workforce possesses only in a limited degree the basic skills that are necessary for successful competition in a technology-driven workplace. The 1992 NALS reflects the literacy skills of the South Carolina workforce. The synthetic estimates of literacy from the NALS show over 50 percent of South Carolina adults in the bottom two levels in prose literacy, quantitative literacy, and document literacy. Twenty-five percent of adults in South Carolina scored in level 1. These low literacy skills in adults closely correlate to social problems such as the crimes associated with poverty, high welfare rates, and high unemployment.

The economic impact of low literacy skills in South Carolina is further demonstrated by the fact that in the 2000 census, out of the over 800,000 adults in the target population, 14.1 percent are below the poverty level and the fact that South Carolina is ranked thirty-eighth in the United States in per capita disposable income. Another indication of low family income can be seen in the *2001-2002 S.C. Department of Education's Office Of School Food Services and Nutrition's* report, where 60 percent of students in South Carolina are counted as receiving free and/or reduced-price lunch. Additionally, 85 percent of the breakfasts were served free or at a reduced price. These data reveal the necessity for upgrading and expanding educational opportunities for undereducated adults in South Carolina.

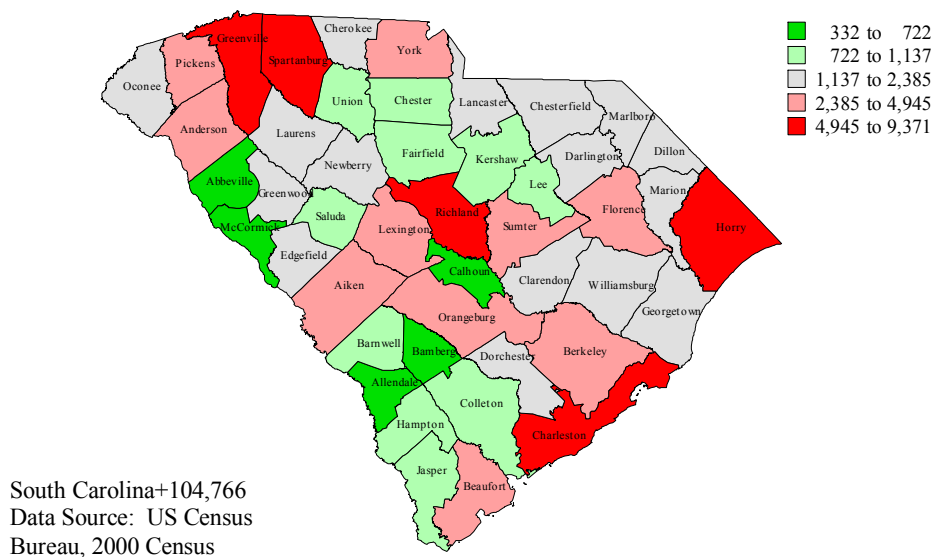


Presently, South Carolina's unemployment rate is among the lowest in the United States. However, a low unemployment rate is not indicative of a skilled labor force. With an increase of 1.6 million employed individuals, approximately one-half of South Carolina's labor force lacks a high school diploma, including 8.3 percent of adults with less than a ninth-grade education, 15.4 percent of these adults having left school between grades ten and twelve. In addition, South Carolina has an increasing number of high school graduates who choose not to go to college (almost 50 percent). This population will provide large numbers of entry-level job candidates in the future. An estimated 605,000 persons residing in South Carolina reached employment age (eighteen) between 1990 and 2000.

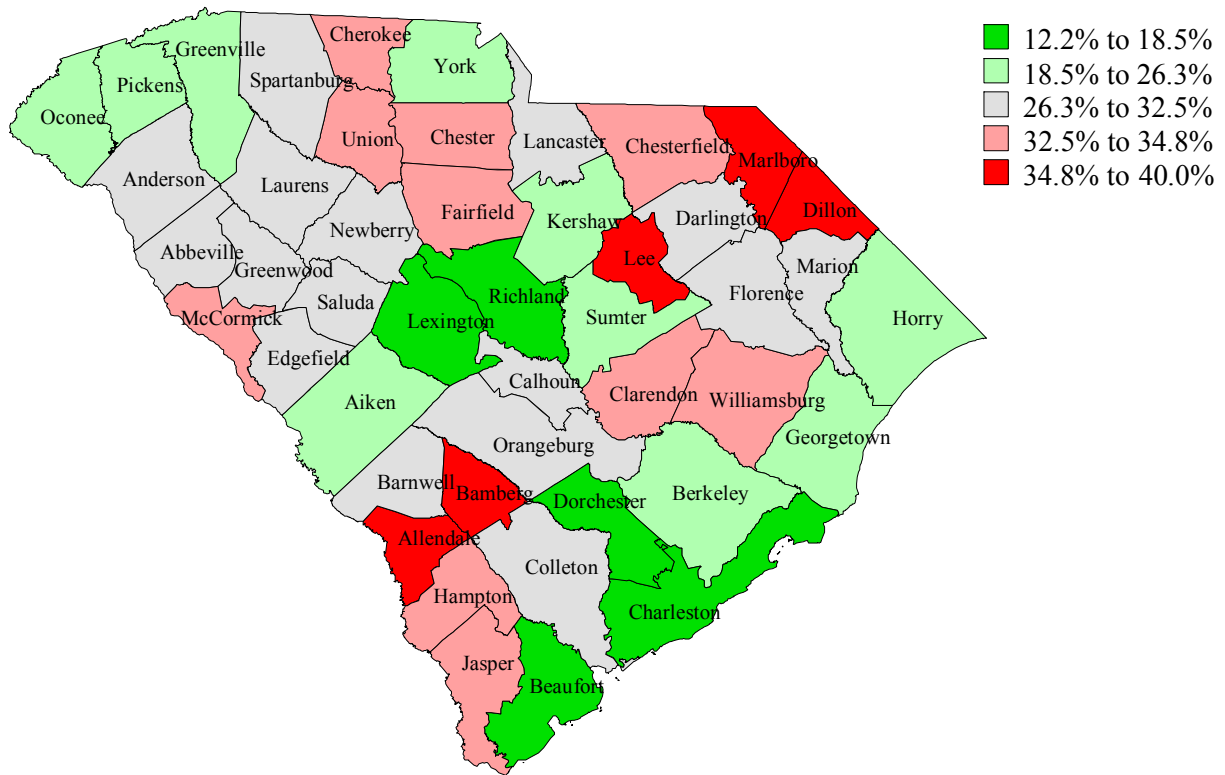
EDUCATION ATTAINMENT, ADULTS, AGES 24 TO 64, SOUTH CAROLINA COMPARED TO U.S.



Number of 18–24 Year Olds With No High School Diploma, 2000



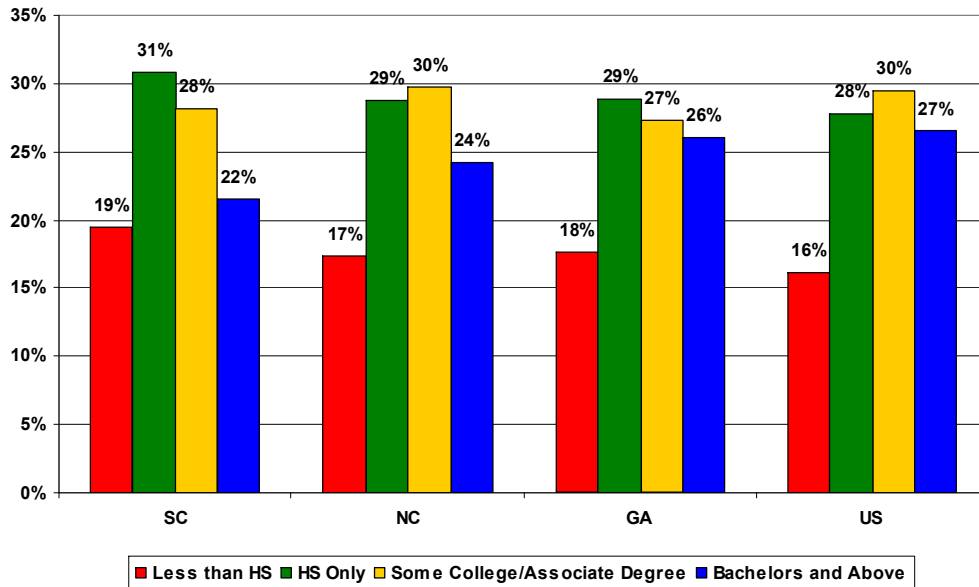
Percent of Adults 25 and Older With No High School Diploma, 2000



The lack of basic literacy skills in the workforce weakens South Carolina's economy. Low skills are often rewarded with low wages, a situation that in turn reduces the economic capacity of the State.

According to the *1998 Development Report Card for the States* (published by the Corporation for Enterprise Development), South Carolina is the state with the highest number of people who have been out of work for six months or more. The report notes that the State ranks thirty-eighth in average pay and thirty-seventh in average annual pay increases. It also mentions that South Carolina has the worst high school graduation rate in the country and one of the lowest levels of college graduates in the workforce. In discussing this report in its summer 1998 issue, the *Community Leader's Letter* (the newsletter of the Community and Economic Development Program at Clemson University) notes: "The problems that cause South Carolina to continue earning the lowest grade in economic development capacity are chronic ones in the Palmetto State and cannot easily be remedied in one year or perhaps even in a decade....most of these problems have to do with education from kindergarten to the Ph.D. programs of the State's colleges and universities."

Percent of Population Ages 25–64 by Education Attainment, 2000



In further delineating the State's profile, the *Development Report Card* cites the following (South Carolina's national rankings are in parentheses):

- low average annual pay (38),
- low employee health coverage (37),
- highly uneven distribution of income (38),
- least educated workforce (2),
- high school graduation rate (50),
- number of Ph.D.'s in science and engineering (44), and
- number of engineering and science graduate students (43).

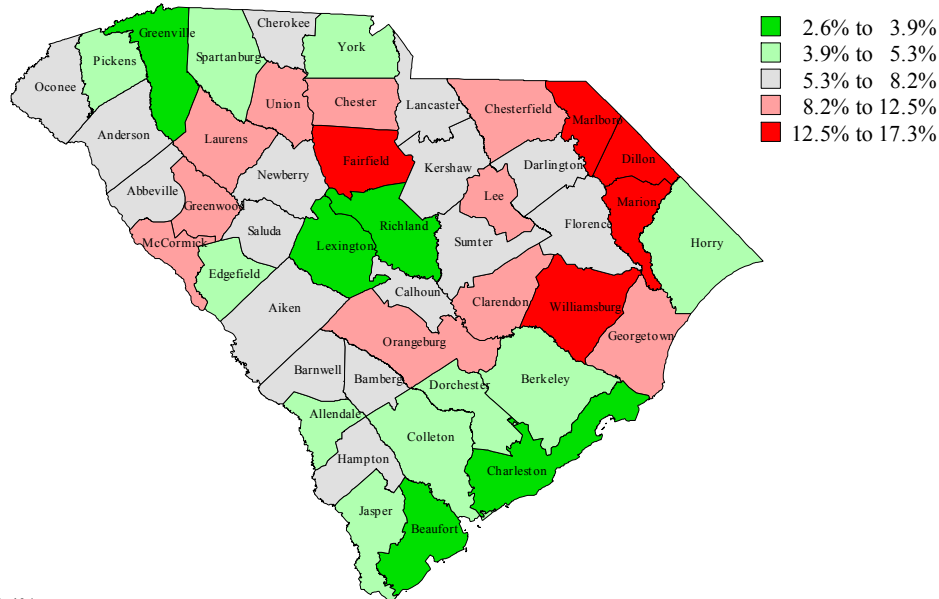
As manufacturing continues to provide a substantial number of jobs, however, many employers find it difficult to hire qualified employees and are often replacing low-skilled workers with other low-skilled workers.

Labor force changes are evident in the 1998 edition of the *Statistical Abstract of the United States* (published by the Department of Commerce, Bureau of the Census) in a table that compares industry employment in South Carolina from 1987 to 1997. What this table demonstrates is that manufacturing in the State is holding its own, while textile and apparel are being significantly downsized.

Industry	Average monthly employment 1987	Average monthly employment 1997	Peak employment
Manufacturing	374,000	362,400	390,700/89
Textile mill products	106,400	79,100	106,400/87
Apparel and other textile products	45,200	26,200	46,200/88

Reaffirmation of this trend is provided in the *South Carolina Employment Security Commission's Labor Market Information Division, South Carolina Covered Employment & Wages, 1997, August 1998*, where the listing under the category "Declining Occupations" shows a preponderance of textile-related jobs. The brochure provides helpful information related to training and wages relative to employment in the year 2005. Surprisingly, some jobs are listed below minimum wage.

South Carolina Unemployment Rates, 2001



South Carolina=5.4%
Data Source: Bureau of Labor Statistics

Industry is negatively affected by the lack of basic skills prevalent in the workforce. In 1992, the Secretary's Commission on Achieving Necessary Skills (SCANS) released a national study (see Appendix A) that reinforced the primary needs of both industry and future workers in the effort to maintain employment and to assist in economic development. In 1998, the South Carolina Chamber of Commerce—in conjunction with the Governor's Office, the State Board of Technical and Comprehensive Education, and the South Carolina Employment Security Commission—conducted a statewide survey of leading businesses to discover what their greatest challenges were and generated a list of measurable outcomes for workplace skills (see Appendix B). The results focused on "the availability of a prepared workforce." Individuals who do not possess basic and technical skills are earning less than they could be making if they had the skills. Persons with gross annual earnings of \$10,000 or less are considered to be underemployed in today's economy. In tax year 1995, 25 percent of the labor force statewide had individual gross annual earnings of \$10,000 or less. Ten thousand dollars per year is equal to approximately \$4.80 per hour based on the 2,080-hour work year that is common in business and industry. Workers from this relatively low earnings group, which represents over 473,000 residents of the State, are among the first to respond to more rewarding job opportunities and are a valuable source of experienced workers for new and expanding business and industry.

2.1.2 ADULTS WHO ARE PARENTS THAT NEED TO OBTAIN THE EDUCATIONAL SKILLS NECESSARY FOR THEM TO BECOME FULL PARTNERS IN THE EDUCATIONAL DEVELOPMENT OF THEIR CHILDREN

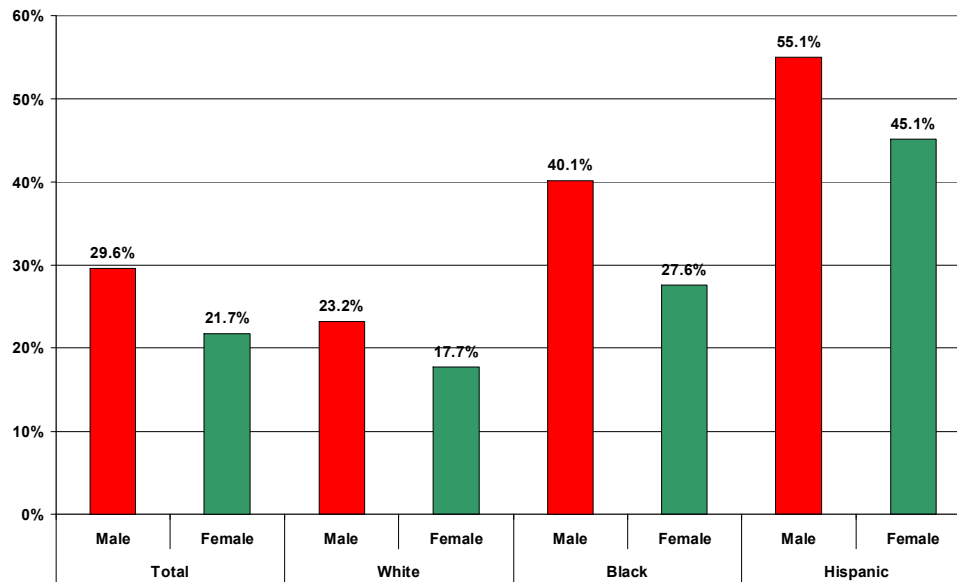
A child's literacy level is strongly linked to the educational level of his or her parents, especially that of the mother. The objective in serving the family literacy population is to assist adults who are parents to obtain the educational skills necessary for them to secure employment and become self-sufficient so that they can be full partners in the educational development of their children. If this objective is to be met, practical services such as transportation and child care assistance need to be provided for parents and children. Family literacy programs are intended for families in which

- the parent (or primary caregiver) has not graduated from high school,
- the parent (or primary caregiver) is not married or is not a teenager under 16 years of age, and
- the family is living in poverty.

The following statistics demonstrate the dire need for family literacy services in South Carolina:

- Twenty and nine-tenths percent of mothers have less than a high school education (*South Carolina Educational Profiles*, 2001).
- Thirty-one and three-tenths percent of families with children under seventeen years of age are single-parent families (*South Carolina Educational Profiles*, 2001); a single parent heads 30 percent of families (*KIDS COUNT Data Book*, 2003).
- IN 2000, 15.3 percent of births in 2000 were to teen mothers (*South Carolina Educational Profiles*, 2001).
- Eighteen and five-tenths percent of children under seventeen years of age live below the poverty level (*South Carolina Educational Profiles*, 2001).
- In 2001–02, 13.6 percent of first graders did not meet the readiness standard on the CSAB (*South Carolina Kids Count*, 2003). Among Hispanic students and African-American students, this figure was 39.8 percent.
- The factors mentioned above are highly interrelated. For example, 37.7 percent of families with children under age eighteen headed by a single female live in poverty. This contrasts with 18 percent of families with a male head of household and 10.7 percent of families with a mother and father who are married (*U.S. Census Bureau 2000, Quick Tables*).
- Children of parents who are unemployed and have not completed high school are five times more likely to drop out than children of employed parents.
- The event dropout rates from 2000–02 remain consistent (3.2 percent, 3.3 percent, 3.3 percent).
- The dropout rate by ethnicity/gender is a cause for concern. South Carolina's increase in the Hispanic population has created a greater need in adult education due to the high dropout rate nationally of 7.8 percent, compared to our state average of 3.3 percent. This is also true of the high percentage of Blacks who have a national average of 6.5 percent compared with the 3.3 percent state average.

Percent of 18–24 Year Olds With Less Than High School Diploma By Gender and Race/Ethnicity, 2000



2.1.3 ADULTS SIXTEEN AND OLDER WHO ARE OUT OF SCHOOL AND NEED TO COMPLETE A SECONDARY-SCHOOL EDUCATION

According to *Profiles of the Adult Education Target Population: Information from the 1990 Census* (Judy Thorne and Julie Fleenor, Research Triangle Park, NC: Research Triangle Institute, Center for Research in Education, 1993), in 1990 South Carolina had 766,791 adults sixteen years of age and older—representing 33.18 percent of the total population—with less than a high school education. There also were 306,198 adults sixteen years of age or older—representing 13.25 percent of the total population—with less than a ninth-grade education; 84,420 adults had completed up to the fourth grade; and 221,778 adults had fifth- to eighth-grade education. Of the 766,791 adults in the State with less than a high school education, 359,232 were male and 407,559 were female.

According to the 2000 census, South Carolina ranks forty-third in adults twenty-five years of age and older without a high school education and ranks similarly in adults with less than a ninth-grade education. Reinforcing these data, the 1997 *KIDS COUNT Data Book* reports that 3.2 percent of children in South Carolina do not graduate from high school.

Additionally, 14.1 percent of the State's total population are below the poverty level; 18.5 percent of children aged 0–17 are below the poverty level; 40.2 percent of families are below the poverty level; and 34 percent of single-parent families are below the poverty level (*South Carolina Educational Profiles, 2001*).

A Review of Adult High School Diploma Programs (Tonya Michelle Statelman and Holly Schmidt-Davis, Research Triangle Park, NC: Research Triangle Institute, 1999) states that adults who do not possess a high school credential earn 42 percent less than adults with a high school diploma, and their unemployment rate is four times higher than that of high school graduates. Therefore, the lack of education of adults throughout the State has a profound impact on economic development, the poverty level, and welfare reform.

A report titled “More Education Means Higher Career Earnings,” published by the Bureau of the Census (Statistical Brief 98-17, August 1994), states that for the calendar year 1992 the average yearly earning for a high school graduate was \$18,737, as compared to \$12,809 for the worker who was not a high school graduate.

In 2002–03 adult education programs in South Carolina issued 5,803 high school credentials (Annual Performance Report). This represents an economic impact of almost a \$40,000,000 increase in South Carolina’s earning potential.

2.1.4 ADULTS WITH SPECIAL NEEDS

Current reports and experience from the field in South Carolina are highlighting the high percentage of participants in adult education, parenting, and literacy programs who exhibit special needs, such as learning problems and learning disabilities. Approximately eight thousand students with learning disabilities have been served over the last three years (Annual Performance Report). These disabilities can interfere with the learning process. South Carolina is currently developing a service delivery system that addresses each adult’s individual learning needs and learning style and develops the capacity of program personnel to identify and evaluate disabilities and learning problems.

2.1.5 ADULTS WITH LIMITED ENGLISH PROFICIENCY (ENGLISH AS A SECOND LANGUAGE, ESL)

The number of people with a limited proficiency in the English language is increasing in South Carolina. The 2000 census counted 115,978 individuals, including children five years of age and older, in non-English-speaking households in the State.

Data show that the number of ESL students served in grades K–12 increased from 1,021 in school year 1990–91 to 3,300 in 1996–97. In addition, current reports have identified 56,247 adults in South Carolina that have been identified as having limited English-speaking ability (2001 Census Data). Likewise, the number of ESL students served by adult education has increased from 3,367 in school year 1995–96 to 8,312 in 2002–03 (Annual Performance Report).

2.2 POPULATIONS

Disadvantaged persons, the poor, and minorities participate in adult education programs less often than other groups do, even though these are the populations that would benefit the most. Adults who possess higher literacy levels tend to seek further learning and training opportunities more frequently. Because of the fact that those who need it the most are the least likely to participate in an adult education program, more emphasis needs to be placed on identifying, recruiting, and serving these particular groups of adults.

The following population groups have been identified as having unique needs for further education and training and as being the most in need of adult education services:

- untrained or undertrained adults in the workforce,
- adults requiring family literacy services,
- adults with less than a high school education (see 2.1.3 above),
- adults with less than a ninth-grade education (see 2.1.3 above),

- adults with special learning needs (see 2.1.4 above),
- adults who are criminal offenders in correctional institutions (within a five-year release period) and other institutionalized individuals,
- single parents and displaced homemakers,
- adults with limited English proficiency, and
- low-income adults who are educationally disadvantaged in the ways mentioned above.

3.0 DESCRIPTION OF ADULT EDUCATION AND LITERACY ACTIVITIES

Section 224 (b) (2) of the AEFLA requires “a description of the adult education and literacy activities that will be carried out with any funds received under this subtitle.”

3.1 Description of Allowable Activities

The allowable adult education activities are those described below, which are divided into the three purposes of the WIA. To meet the federal requirements, all academic activities will measure outcomes using the six levels of performance indicators required by the federal government. Workplace programs will adhere to federal requirements by indicating one or more of the three levels of performance indicators for workplace programs. Some of the activities will pertain to more than one purpose. The South Carolina Department of Education encourages all providers to incorporate into all allowable activities the standards set forth by the National Institute for Literacy’s Equipped for the Future (EFF).

Basic Education. Adult basic education includes instruction for adults with the lowest skills through eight-grade. Instruction includes reading, writing, mathematics, and life skills. ABE classes may take place in the schoolroom or at work sites. Providers should use various teaching methodologies, such as individualized instruction, cooperative learning, classroom lecture, and computer-assisted instruction to deliver services.

English as a Second Language (ESL). This component of adult education provides services for adults with limited English-speaking proficiency. Instruction includes reading, writing, and speaking English. ESL classes also may include life-skills training and language courses to enhance an individual’s employability and his or her prospects for job retention or advancement. ESL instructors are encouraged to utilize a variety of materials and methods to meet the needs of the ESL student.

Family Literacy. Based on the federal definition of family literacy, the following four components are required:

- interactive literacy activities between parents and their children (Parent and Child Together, PACT);
- training for parents regarding how to be the primary teachers for their children and full partners in the education of their children (parenting skills for adults);
- parent literacy training that leads to economic self-sufficiency (basic education needs of parents); and
- an age-appropriate education to prepare children for success in school and life experiences (early childhood education).

In order to provide a true family literacy service, the program must integrate all four of these components. Adult education and literacy providers are encouraged to interact with local programs in delivering the educational component to the parent or caregiver. Providers may conduct basic education classes for parents in a classroom or tutorial setting by using local educational agencies and community-based organizations. Parenting and PACT activities are conducted in adult education learning centers or home settings. Adult education/literacy providers may supply funding for the adult education component of a family literacy program.

Workplace Skill Enhancement. Allowable activities include contextual basic skills instruction as it applies to job-specific training, pre-employment training, or skills upgrading of the current workforce. A workplace literacy program is one that is designed to meet the employee-improvement needs of the employer and that addresses the competencies necessary for successful participation in the workplace. Contextual curriculum should be utilized and delivered by trained instructors. The actual content of the curriculum will vary with the particular employer needs being addressed. Workplace education activities typically are carried out for the employees of a specific company in the facility in which the employees work. However, for logistical or other reasons the education activities also might be conducted in a learning center.

Workplace Literacy Services- Literacy services that are offered for the purpose of improving the productivity of the workplace through the improvement of literacy skills.

Work-based Project Learner –Students enrolled in an instructional or training course that has at least 12 hours and no more than 30 hours of scheduled instruction. The course must be designed to teach work-based literacy skills. The skills to be learned, as well as the method for assessing these skills and the standards for achievement, must be explicitly stated prior to beginning the course. To count as having completed the activity, the learner must demonstrate achievement of the skills at the level of the agreed upon standard. All Work-Based Project Learners' curriculum must be submitted to the SDE to review workplace literacy content.

Workplace programs consist of two categories:

Academic workplace programs – Instruction that occurs in the workplace, or for the workplace in any location. that consists of teaching GED, High School Diploma or upon a companies request, to go in and teach a specific academic skill like math or Reading.

Accountability –Standardized academic assessment, placement in NRS academic levels, and measurement gains of student from one academic level to another.

Contextual Basic Skills-Instruction that teaches basics skills using various workplace materials as they relate to the context of work environment. This may include pre-employment skills training. Basic computer training is allowable, as it is a basic skill needed in the workplace.

Accountability- Job advancement or job retention. An example of documenting job advancement or job retention would be three months after the training course, a representative from the company is faxed a list of participants who completed the course and asked to check if the person advanced or retained employment. This will serve as your documentation instead of a standardized test score.

General Educational Development (GED). Instruction is designed to prepare students to successfully complete the GED examination. Instruction includes language arts, writing, mathematics, science, and social studies. GED instruction is conducted by local education agencies, community-based organizations, the SCDC, and the technical colleges. GED instruction also is offered in some industries upon request.

High School Diploma. High school diplomas can be earned through adult education programs that are operated by school districts in South Carolina. The State Department of Education governs the requirements for instruction and delivery of high school diploma courses. All providers must meet and maintain state requirements. Diploma classes must be taught by teachers who meet South Carolina certification requirements.

3.2 Special Rule

STATE

The following special state rule affects all three identified components of the WIA:

Through state legislation, each school district in the South Carolina is required to offer adult education services to its constituent citizens. Districts may form consortia to deliver the services. All staff members of adult education programs operated by local school districts are required to meet certification requirements established by the SDE. Certification is not required for instructors who tutor individual students or small groups in basic skills, ESL, GED, and/or workplace programs. However, the State Department of Education limits the number of students allowed in a small group tutoring session. Instructors who teach classes in the workplace must attend and successfully complete the workplace certification training course provided by the Workplace Resource Center.

FEDERAL

The following special federal rule affects the purpose that is to assist adults who are parents to obtain the educational skills necessary to become full partners in the educational development of their children:

While adult education funds may be used for all four components of family literacy, including early childhood education, local providers will be required to collaborate with other state and federal agencies/programs for this service before being allowed to use adult education funds for this purpose. Before the use of adult education funds will be allowed, local providers must seek funds for early childhood from federal sources such as Title I, Even Start, and Head Start, and state sources such as the funding allocations in the Early Childhood Development and Academic Assistance Act of 1993, known as Act 135.

3.3 Description of New Organizational Arrangements and Changes

The Governor has designated the South Carolina Employment Security Commission as the administrative agency for Title I-B (adult, youth and dislocated worker programs) of the Workforce Investment Act. The State Job Training Council has been selected to write the state plan for Title I. At the local level, South Carolina has designated twelve Service Delivery Areas (SDA). Six of the SDA's have grandfathered in local Private Industry

Council boards. Six additional SDA's have dissolved the Private Industry Council and established new local Workforce Investment Boards. Each SDA will develop a one-stop delivery system with satellite locations in various counties. Local adult education and community-based organizations have been encouraged and trained to develop partnerships with their Local Workforce Investment Boards or Private Industry Councils. All eligible providers have been informed by the South Carolina Department of Education that they are a required partner in local one-stop delivery systems and have been encouraged to develop partnerships at the local levels.

4.0 ANNUAL EVALUATION OF ADULT EDUCATION AND LITERACY ACTIVITIES

Section 224 (b) (3) requires a description of how the eligible agency will evaluate annually the effectiveness of the adult education and literacy activities based on the performance measures described in section 212.

Performance measures to be evaluated:

- Demonstrated improvements in literacy skill levels in reading, writing and speaking the English language, mathematics, problem solving, English language acquisition, and other literacy skills;
- Placement in, retention in, or completion of postsecondary education, training, unsubsidized employment, or career advancement;
- Receipt of a secondary school diploma or its recognized equivalent.

4.1 Annual Evaluation

All three types of core measures contained in the Workforce Investment Act are evaluated in assessments conducted by the Office of Adult and Community Education. These three types of core measures are:

- Outcome measures, which include educational gain, entered employment, retained employment, receipt of secondary school diploma or GED and placement in postsecondary education training;
- Descriptive measures, including student demographics, reasons for attending, and student status; and
- Participation measures of contact hours received and enrollment in instructional programs for special populations or topics (such as family literacy or workplace literacy).

All local providers are required to establish program standards for each type of core measures. Additionally, the South Carolina Department of Education, Office of Adult and Community Education will report to the federal Office of Vocational and Adult Education on the core measures required under the National Reporting System. These core measures are:

- the academic gains of ABE and ESL students,
- the percent of students earning a diploma or GED,
- the percent of students who gain employment,
- the percent of students who retain or advance in their employment, and

- the percent of students who progress to higher education institutes.

To assure that local programs achieve high standards on the indicators of program quality established for adult education, 100 percent of the adult education programs will be evaluated annually. A three-year cycle will be utilized, with one-third of the local programs undergoing an on-site visit annually and the other two-thirds completing a desk audit that will be reviewed by the SDE. The on-site assessment teams will consist of state staff members and directors of local adult education programs. In addition to being evaluated on core indicators, local programs will be assessed on the basis of the following quality indicators established for adult education and State Department of Education regulations:

- the extent to which available programs and services (a) are based on and satisfy community/school districts' needs and (b) are coordinated among service providers in an effective and efficient manner;
- the extent to which identified academic, occupational, personal, and social needs and/or goals of individual adults are being met;
- the extent to which the staff successfully (a) recruits students whom the specific programs and services are designed to serve, (b) assumes responsibility for the success of its students, and (c) provides facilities and resources that enable students to accomplish their program goals.
- the extent to which curricula, including contextual curricula for the workplace, and instructional components of programs adhere to high-quality standards;
- the extent to which a contextual curriculum is utilized in workplace programs; and
- the extent to which local programs adhere to State Board of Education regulations.

In addition, all local providers are required to maintain records on all students in the program. In the first year of this plan, programs will begin to collect data that will allow tangible achievement goals for each of the four program areas (high school completion, family literacy, workplace literacy, and ESL). In years two through five of the plan, goals for each program will be established for student achievement and program completion. Each record must contain

- student identification and demographic information,
- attendance record to include date of entry and completion or termination,
- previous schooling and placement level upon entry into the program,
- initial learning goal,
- specified pre- and post-test information, and
- academic and/or occupational progress of student.

4.2 Types of Activities

Methods of Evaluation

- Assessment information and forms will be mailed in December to all providers of adult education.
- A self-study will be conducted by the local educational agency before the evaluation.
- At midyear, an on-site assessment visit of the local program will be conducted.
- At the end of the year, an on-site assessment visit will be conducted.
- The adult education team will complete an analysis of all providers.

- A follow-up report on findings will be written.

5.0 PERFORMANCE MEASURES

Section 224 (b) (4) of the AEFLA requires “a description of the performance measures described in section 212 and how such performance measures will ensure the improvement of adult education and literacy activities in the State or outlying area.”

5.1 ELIGIBLE AGENCY PERFORMANCE MEASURES

The SDE previously established performance indicators to measure the effectiveness of local providers. Presently, the SDE recognizes the Test of Adult Basic Education (TABE), the Comprehensive Adult Student Assessment System (CASAS), the Basic English Skills Test (BEST), and the State’s Exit Examination as approved standardized tests used to measure achievement gains. Additional standardized tests may be added as they are evaluated and validated for pre- and post measurements. The SDE will continue to evaluate the effectiveness of local providers with present performance measures to ensure continuous improvement of adult education and literacy providers for all three purposes of the WIA. All providers must

- collaborate with local agencies, nonprofits, and other providers to ensure nonduplication of services;
Criteria: As reflected in the formal assessment instrument a minimum of five collaborative agreements outlining services must be documented.
- measure academic gains of ABE and ESL students;
Criteria: All students enrolled must be pre-tested and post-tested to measure gain that is factored in and reported on the annual performance measures. Programs must meet or exceed negotiated performance measures.
- document the number of students that obtain a high school diploma or a GED certificate;
Criteria: As reflected in the project proposal each program sets a benchmark of the number of high school credentials earned.
- provide professional development for staff and/or enhance quality of curricula and instruction.
Criteria: A minimum of 12 hours of professional development is required of every adult educator.

5.2 CORE INDICATORS OF PERFORMANCE

The SDE will require all local programs to address the following core indicators:

Criteria: The negotiated performance measures in each of the national NRS levels must be met or exceeded.

- demonstrated improvements in literacy skill levels in reading, writing and speaking the English language, mathematics, problem solving, English language acquisition, and other literacy skills;
- placement in, retention in, or completion of postsecondary education, training, unsubsidized employment, or career advancement; and
- receipt of a secondary school diploma or its recognized equivalent.

5.3 ADDITIONAL INDICATORS OF PERFORMANCE

The SDE has identified seven additional indicators of performance for local providers for the 1999–2005 school years:

All Programs

- Local programs will identify and serve targeted populations in their service areas identified as priority in section 2.2 of the *State Plan*.
- Each program will report the number of successful completers for each NRS category.
- Each program will report student contact hours by number and by percent of the program's total enrollment.

Workplace Programs

- All workplace specific literacy/basic skills improvement programs with twelve hours or more of instruction must be pre-tested and post-tested to measure student gain. These outcomes must be related to the actual need that is being addressed and should be job-performance based. The Workplace Resource Center approves annual specific workplace programs and assesses their effectiveness, as reported on the formal assessment instrument.

Family Literacy Programs

Based on the federal definition, family literacy programs include four components that are carefully integrated into a meaningful whole:

- interactive literacy activities between parents and their children,
- training for parents regarding how to be the primary teacher for their children and full partners in the education of their children,
- parent literacy training that leads to economic self-sufficiency, and
- an age-appropriate education to prepare children for success in school and life experiences.

[Sources: WIA, Reading Excellence Act, Elementary and Secondary Education Act, and Head Start Act.]

All programs are encouraged to work cooperatively with local early childhood and parenting programs in establishing a comprehensive family literacy program. However, adult education programs are only accountable for performance measures pertaining to the parent literacy component of family literacy. Collectively, the providers of a family literacy program should establish performance measures for all four components. However, responsibility for performance measures on components other than parent literacy is the responsibility of the other providers. Technical assistance visits are conducted on an annual basis by the Office of Adult and Community Education and the Office of Early Childhood Education.

Performance measures that may be used for components of family literacy, other than the parent literacy component, are

- TABE, CASAS, or BEST (for ESL parents);
- Parent-Child Interaction Scale (see Appendix C);
- Home Environment Process Checklist (see Appendix D);
- Pre-School Inventory (PSI);
- Preschool Language Scale (PLS); and
- Palmetto Achievement Challenge Tests (PACT).

5.4 LEVELS OF PERFORMANCE FOR FIRST YEAR

Performance measures for 2000–05 will be negotiated annually with the Office of Vocational and Adult Education, in accordance with the Workforce Investment Act. Statewide levels of performance for core indicators for the 2004–05 school year are

1. Adults who need to become literate and obtain knowledge and skills necessary for employment and self-sufficiency:

- *Seventy-five percent of students with goals to gain employment will gain employment.
- *Seventy-five percent will secure employment retention or obtain job advancement as a result of attending an adult education workplace program.
- *Seventy-five percent of students will enter other academic or vocational programs.

*The above quantitative data is collected and reported on the NRS Table 5. Previous years data yielded inappropriate information, therefore, more accurate projected figures are provided.

2. Adults sixteen and older who are out of school and need to complete a secondary-school education:

- Forty-nine percent of ABE Beginning Literacy students will complete this level.
- Sixty percent of ABE Beginning Education students will complete this level.
- Forty-six percent of ABE Intermediate Low students will complete this level.
- Thirty-three percent of ABE Intermediate High students will complete this level.
- Thirty-two percent of ASE Low will complete this level.
- Fifty percent of ASE High will obtain a high school diploma or GED.
- Forty-two percent of ESL Beginning Literacy will complete this level.
- Thirty-one percent of ESL Beginning will complete this level.
- Forty-four percent of ESL Intermediate Low students will complete this level.
- Forty-one percent of ESL Intermediate High students will complete this level.
- Forty-seven percent of ESL Low Advanced students will complete this level.
- Forty percent of ESL High Advanced students will complete this level.

The level of performance for additional indicators are that at least

- ninety-five percent of all students enrolled in programs will be identified from the “most in need” populations.

5.5 FACTORS

South Carolina’s demographics reveal that 50 percent of the State’s population have limited literacy skills (NALS, prose levels 1 and 2). The State has a large rural population for whom the lack of transportation is an obstacle to their attending educational classes. Enrollment in local programs fluctuates due to the availability of transportation and childcare services provided by these local programs. The allocation of funds to local programs is based on a finite amount of funding and fluctuates year to year in accordance with the number of students served. More students mean fewer dollars per student. Additionally, each district supports local adult education programs at various levels. Some local programs receive no financial support from their local school district.

5.6 REPORTS

Quarterly Adult Education reports will be required of eligible providers.

6.0 PROCEDURES AND PROCESS OF FUNDING ELIGIBLE PROVIDERS

Section 224 (b) (7) of the AEFLA requires a description of how the eligible agency will fund local activities in accordance with the considerations described in section 231 (e).

****The South Carolina Department of Education will extend current grants for the 2004–05 school year.***

6.1 ELIGIBLE PROVIDERS

Adult education is delivered through a variety of means within the State. The primary providers are local school districts. Other providers are technical colleges, the SCDC, the SCVRD, and nonprofit community-based organizations. To meet at least one, if not all three, of the purposes of the WIA, all local programs must provide services for adults.

Through state legislation, each of the eighty-six school districts in the State is required to offer adult education services to its constituent citizens. To accomplish this mandate, a network of fifty-two adult education programs exists. Several districts have formed a consortia to deliver the services. Each program is required to have a properly certified director. Teachers in SDE-approved programs are required to be certified. No certification is required for volunteers rendering basic literacy instruction that involves one-on-one and/or small group tutoring (see 3.2).

Nonprofit community-based organizations and faith-based organizations may receive direct funding from the SDE. Other nonprofit community-based organizations collaborate with local school district's adult education programs and may receive funding from the SDE through these programs.

Eligible providers include

- local education agencies,
- community-based organizations of demonstrated effectiveness,
- state agencies (the SCDC and the SCVRD),
- institutions of higher education,
- volunteer literacy organizations of demonstrated effectiveness,
- libraries,
- other nonprofit institutions that have an ability to provide literacy services to adults and families,
- public housing authorities, and
- consortia of such agencies, organizations, or institutions.

6.2 PROCESS AND APPLICATION

Local providers must comply with the following application and approval process:

1. meet the definition of a service provider and/or established service provider (see 6.4);

2. submit a three-year project proposal that identifies measurable program objectives and goals, including populations to be served and how the most needy populations will be addressed;
3. negotiate modifications to project proposal with the Office of Adult and Community Education, if necessary;
4. receive approval for project proposal from the Office of Adult and Community Education; and
5. submit the previous year's fourth quarter Adult Education Report to verify enrollment, or otherwise establish environment with the approval of the Office of Adult and Community Education.

6.3 NOTICE OF AVAILABILITY

The SDE will utilize the methods listed below for publicizing the availability of funds and the process for application by local adult education providers:

- notification in statewide newspaper,
- posting on the Web sites of the South Carolina Department of Education, and
- general mailing to listings of eligible providers.

6.4 EVALUATION OF APPLICATIONS

The SDE will evaluate all proposals on the basis of the following criteria as well as other factors that it may deem appropriate from time to time:

- The service provider submitting a proposal must be a school district or an established service provider. An established service provider is defined as any service provider listed in section 6.1 as eligible for funding, which has been in existence for two or more years and can demonstrate effectiveness in improving the academic skills of adults and families, and has established measurable goals.
- The eligible provider demonstrates a commitment to serve adults in the community who are most in need of literacy services, including adults who are low-income or have minimal literacy skills.
- The program is of sufficient intensity and duration for participants to achieve substantial learning gains. ("Sufficient duration" is defined by the State as year-round, unless allocation is inadequate. Local providers will determine sufficient-intensity level, which must be approved by the Office of Adult and Community Education.)
- The program uses instructional practices and activities that research has proven to be effective teaching methodology.
- Program activities are built upon a strong foundation of research and effective educational practice.
- Program activities effectively employ advances in technology, as appropriate, including the use of computers.
- Program activities provide learning in real-life contexts to ensure that the participant acquires the skills necessary for him or her to compete in the workplace and to exercise the rights and the responsibilities of citizenship.
- Program activities are provided by well-trained staff and counselors as well as administrators who meet State Department of Education requirements for persons holding these positions.

- Program activities and cooperative agreements coordinate with other available resources in the community to eliminate duplication of services and to assure effective use of all resources.
- Activities offer flexible schedules and support services that are necessary to enable individuals with disabilities or other special needs to attend the program.
- The program maintains a high-quality management information system with the capacity to develop and produce all reports required by the SDE.
- The program designs a staff development plan that demonstrates a comprehensive improvement plan with on-going activities.
- The proposed budget is consistent with the eligible provider's activities, is cost efficient within administrative guidelines, and places emphasis on serving the target populations.
- The program demonstrates a need for additional literacy services in a geographic area.
- Local communities to be served have a demonstrated need for additional English literacy programs.

All applicants must meet these criteria to be considered for review. All qualified programs will undergo an evaluation reading by a panel. A scoring system will be developed for reviewing each application. Programs must meet or exceed this cutoff point to be considered for funding.

Programs not adhering to federal and state regulations must develop a corrective action plan that includes a deadline to eliminate the problem(s) and enhance the services of the program. The Office of Adult and Community Education will conduct a follow-up monitoring visit to ensure that necessary corrective actions are implemented.

6.5 SPECIAL RULE

FEDERAL

Special federal rules for the South Carolina Department of Education are as follows:

- Duplication of services provided will be kept to a minimum.
- The SDE will use not less than 82.5 percent of available funds for local grants.
- The SDE will not use more than 12.5 percent for State leadership activities.
- The SDE will not use more than 5 percent for administrative expenses.
- The SDE will reserve an unspecified amount for corrections education but in no case will that be more than 10 percent of the 82.5 percent of available funds for local grants. The SDE may elect to provide services for corrections education through local adult education programs.
- The SDE will use its federal grant to supplement and not supplant other public funds spent for adult education and literacy activities.

STATE

Whenever the SDE implements any rule or policy that imposes a requirement not mandated by federal law relating to the administration of or the operation of a program authorized under this subtitle, the SDE shall identify to eligible providers the particular rule or policy as being imposed by the state of South Carolina.

Under the provisions of section 223 of the WIA, the SDE will require all eligible providers who qualify for funding to limit administrative costs to no more than 5 percent unless a rational need for more than 5 percent is presented. A local provider shall consider any personnel not directly serving students as administrative.

7.0 PUBLIC PARTICIPATION AND COMMENT

7.1 DESCRIPTION OF ACTIVITIES

The SDE conducted meetings with the SDE's Office of Adult and Community Education's Lifelong Learning Advisory Council to discuss the state plan and receive input on it. A subcommittee with representatives from industry, state agencies, and local providers assisted in creating this document.

The SDE also utilized regional meetings of the directors of local adult education programs and conferences conducted by professional organizations of adult education personnel to receive public comment on the State Plan.

Additionally, a draft of the State Plan was mailed to all local providers, members of the SDE's Office of Adult and Community Education's Lifelong Learning Advisory Council, the Employment Security Commission, the SCVRD, and other applicable state agencies for comment. Discussions were held with the staff of the SDE's Office of Career and Technology Education for comments and plans for future coordination of services and programs.

7.2 SUBMITTED TO THE GOVERNOR'S OFFICE

The revised *State Plan* was reviewed by the Governor's office for comments prior to submission to the U. S. Office of Education. (See attachment A.)

7.3 APPROVED BY THE STATE SUPERINTENDENT OF EDUCATION

The revised *State Plan* was submitted to the State Superintendent, who has signed the assurance page of the *State Plan*.

8.0 STRATEGIES FOR PROVIDING SERVICES TO TARGET POPULATIONS

Section 224 (b) (10) of the AEFLA requires a description of how the eligible agency will develop program strategies for populations that include, at a minimum, low-income students, individuals with disabilities, single parents and displaced homemakers, and individuals with multiple barriers to educational enhancement, including individuals with limited English proficiency.

The State Department of Education will fund local adult education providers throughout the State that have the capability and the demonstrated effectiveness to serve target populations identified in section 2, above. The objectives of the local providers will be

- to assist adults in becoming literate and obtaining the knowledge and skills necessary for employment and self-sufficiency,
- to assist adults who are parents in obtaining the educational skills necessary to become full partners in the educational development of their children, and
- to assist adults in completing a secondary-school education.

The State Department of Education will fund local providers—including school districts, community-based organizations, technical colleges, and state agencies throughout the State—in an effort to make adult education accessible to all adults wanting to improve their educational level, to upgrade their job and parenting skills, and/or to enhance their lives. The State Department of Education will encourage and assist all adult education programs to become certified as one-stop-shop partners as the term is defined in Title I in the WIA.

8.1 Disadvantaged Adults

The SDE provides curriculum and training for disadvantaged adults through the Workplace Resource Center, which is funded by the SDE. The Workplace Resource Center provides contextual basic skills training for the unemployed and underemployed adults. Staff development and certification training for contextual basic skills teaching is provided through the Workplace Resource Center.

Coordinated efforts with the State Department of Social Services, Head Start Collaboration office, Department of Health and Human Services with the SDE acting as the fiscal agencies has developed the South Carolina Family Literacy Collaborative Project. This project places emphasis on providing family literacy and employment training to Head Start Families involved with Welfare to Work programs.

8.1.2 Adults with limited English Proficiency

The SDE is collaborating with the Governors Office on a statewide initiative that focuses on the enhancement of the total child through early childhood education, school readiness, and health initiatives. The SDE will work closely with the Governors office to assist in the development of ESL family literacy programs.

8.1.3 Individuals with Disabilities

The SDE is currently leading the development of a statewide three-year intensive training program for adult educators to help them address the needs of the special needs population. This training program will require all programs to attend, and develop a strategic plan for implementing an individual training plan for each special need student. All programs will receive two different screening tools and by partnering with other state agencies, a collaborative effort will produce resources for formal diagnostic testing throughout South Carolina.

8.1.4 Single Parents and Displaced Homemakers

The SDE is supporting the implementation of Equipped for the Future (EFF) framework into family literacy programs throughout the state. For 2001-2004, adult education programs will be encouraged by the SDE to integrate EFF programs into their parenting and family literacy programs.

In serving this population, many local providers are offering, family literacy programs through the One-Stop-shop systems located throughout our state. Programs are encouraged to offer basic literacy courses for the adults and to coordinate parenting programs with local school district programs.

9.0 INTEGRATION WITH OTHER ADULT EDUCATION AND TRAINING ACTIVITIES

Section 224 (b) (11) of the AEFLA says that the state plan is to include “a description of how the adult education and literacy activities that will be carried out with any funds received under this subtitle will be integrated with other adult education, career development, and employment and training activities in the State or outlying area served by the eligible agency.”

The South Carolina Department of Education recognizes that WIA requires the coordination of adult education, literacy, and workforce development with those of other agencies, institutions, and organizations within the State. The SDE will continue to participate with other state agencies to meet the three purposes of the WIA in shaping programs for educating adult learners, preparing an effective workforce, and holding adult education and workforce preparation programs accountable for results. The State Department of Education allocates funds to the SCDC and the SCVRD to provide services to their clients. Many of these collaborations will serve more than one purpose of the WIA.

Adult education in South Carolina has the objective of assisting adults to become literate and to obtain the knowledge and skills necessary for employment and self-sufficiency. The Office of Adult and Community Education will maintain collaboration with the State’s K–12 program to coordinate comparable curricula and establish programs to instruct high school students and adults in employability skills. Additionally, local adult education providers will work in conjunction with local school districts to coordinate services to implement family literacy as mandated by the Act 135 parenting requirement.

- The Office of Adult and Community Education also funds adult education programs in the sixteen technical colleges throughout the State. These colleges collaborate with other local adult education providers to establish a continuum of services for adults and to avoid duplication of services.
- Adult education programs will be encouraged to meet requirements under Title I of the WIA as well as to align with local Workforce Investment Boards to be a provider for one-stop delivery systems.
- Adult education will identify state and community agencies that provide services and additional support for minority populations in workplace training programs and other educational programs.
- Numerous state and local agencies/groups will cooperate and coordinate in delivering adult education services. Local adult education programs will develop collaborative agreements annually with various other agencies/programs. Formal agreements will be developed with the Department of Social Services, the Department of Health and Human Services, the Finance Commission, the United Way, as well as with colleges, universities, and other agencies, in an effort to provide educational and support services to the adults most in need of educational services.

Collaborative agreements will establish the services to be rendered by the local adult education program and other entities involved.

1. Adult education in South Carolina has the objective of assisting adults who are parents to obtain the educational skills necessary for them to become full partners in the educational development of their children.
 - The Office of Adult and Community Education will maintain collaboration with the State's K–12 program to coordinate comparable curricula and establish programs to instruct high school students and adults in employability skills. Additionally, local adult education providers will work in conjunction with local school districts to coordinate services to implement family literacy as mandated by the Act 135 parenting program requirement.
 - The State Department of Education will continue to play a major role in providing services to meet the requirements of the recently passed Family Independence Act to remove adults from public assistance and will continue its role in the State's economic development. Assisted by technical assistance from the Office of Adult and Community Education, many local programs will collaborate with county offices of the Department of Social Services to establish pre-employment training and basic education classes for Department of Social Services welfare clients. This initiative will result in an improved educational level and employability of Department of Social Services welfare clients in an effort to remove them from public assistance.
 - Adult education efforts will be closely coordinated with the Even Start Family Literacy Program and the Act 135 Parenting/Family Literacy Program. In the South Carolina Department of Education, the adult education programs, Even Start programs, and the Parenting/Family Literacy Program fall under the Division of District and Community Services. The Office of Adult and Community Education and the Office of Early Childhood Education will closely coordinate efforts to implement Parenting/Family Literacy Program. Both Even Start and the Act 135 program will focus on a four-component family literacy strategy, adult education being one of these components.
 - Numerous state and local agencies/groups will cooperate and coordinate in delivering adult education services. Local adult education programs will develop collaborative agreements annually with various other agencies/programs. Formal agreements will be developed with the Department of Social Services, the Department of Health and Human Services, the Finance Commission, the United Way, as well as with colleges, universities, and other agencies, in an effort to provide educational and support services to the adults most in need of educational services. Collaborative agreements will establish the services to be rendered by the local adult education program and other entities involved.
1. Adult education in South Carolina has the objective of assisting adults to complete a secondary-school education.
 - The Office of Adult and Community Education will maintain collaboration with the State's K–12 program to coordinate comparable curricula and establish programs to instruct high school students and adults in employability skills. Additionally, local adult education providers will work in conjunction

with local school districts to coordinate services to implement family literacy as mandated by the State's Act 135 parenting program requirement.

- The Office of Adult and Community Education also funds adult education programs in the sixteen technical colleges throughout the State. These colleges collaborate with other local adult education providers to establish a continuum of services for adults and to avoid duplication of services.
- Adult education programs will identify state and community agencies that provide services and additional support for minority populations in workplace training programs and other educational programs.
- Numerous state and local agencies/groups will cooperate and coordinate in delivering adult education services. Local adult education programs will develop collaborative agreements annually with various other agencies/programs. Formal agreements will be developed with the Departments of Social Services and Health and Human Services Finance Commission, the United Way, colleges and universities, and other agencies in an effort to provide educational and support services to the adults most in need of educational services. Collaborative agreements will establish the services to be rendered by the local adult education program and other entities involved.

10.0 DESCRIPTION OF THE STEPS TO ENSURE DIRECT AND EQUITABLE ACCESS

Section 231 (c) of the AEFLA requires that each eligible agency receiving funds under Title II shall ensure that “(1) all eligible providers have direct and equitable access to apply for grants or contracts under this section; and (2) the same grant or contract announcement process and application process is used for all eligible providers in the State or outlying area.”

To be considered competitive for funding, a local program must be able to provide services to meet the purposes of the WIA, must demonstrate past success in providing academic and support services to adults, and must meet state requirements. New programs that request funding must show evidence of collaboration with existing providers in the service area to prevent duplication of services. All programs that are considered competitive are eligible to receive an allocation based on a funding formula.

All programs that meet our competitive application criteria, including community-based organizations that demonstrate effectiveness in serving adults will be funded. A new funding formula will be developed to amend the current state regulation. A focus group, comprised of all stakeholders, will develop the new funding formula after the 1999-2000 program year. It is expected that this effort will result in a weighted funding formula. The formula will take in the consideration of time, cost of programs and will consider incentives relating to meeting or exceeding standards. The SDE will not discriminate against any applicant because of race, color, religion, age, sex, national origin, or disability.

The State Department of Education is presently researching a more equitable funding formula for allocation of available funds to local providers to be utilized after the 1999–2000 school year.

Currently the basis of funding for local programs is the number of students who attend class at least twelve hours.

11.0 DESCRIPTION OF PROGRAMS FOR CORRECTIONS EDUCATION AND OTHER INSTITUTIONALIZED INDIVIDUALS

Section 225 of the AEFLA requires that each eligible agency carry out corrections education or education for other institutionalized individuals by using the funding made available under section 222 (a) (1) for a fiscal year. Section 232 (a) (1) allows not more than 10 percent of 82.5 percent of the funding for the cost of educational programs for criminal offenders in correctional programs, for criminal offenders in corrections education, or for other institutionalized individuals. Section 225 (c) requires that priority be given to those individuals who are within five years of release from incarceration.

11.1 Types of Programs

The SCDC receives federal and state funds for basic education, GED, and pre-employment training. Therefore the SCDC is currently meeting two of the purposes of the WIA. The Office of Adult and Community Education is proposing that the SCDC also provide pre-employment training in its instruction of incarcerated adults. South Carolina has thirty-two correctional institutions. The SCDC operates adult education classes in twenty-six of these institutions. In addition to the classes offered by the SCDC, local educational agencies and community-based organizations may provide basic education skills, GED, English literacy programs, pre-employment training classes in county, city, and state correctional facilities. The South Carolina Department of Corrections will participate in the statewide training of the "Special Needs" population developed and administered by the South Carolina State Department of Education. The South Carolina Department of Education and the SCDC has agreed to develop a board consisting of members from both of these state agencies, administrators, teachers from local adult education, and SCDC programs. The board will be charged with the responsibility of recommending funding levels annually to the Office of Adult and Community Education.

11.2 Estimated Funding

A study will be conducted to determine the level and sources of funding for instruction of criminal offenders and other institutionalized individuals that will become an addendum to the five-year state plan. Funding of the study will be considered in determining the funding level for corrections education. However, federal funding will not exceed 10 percent of the 82.5 percent of available federal funds. Programs serving criminal offenders in a correctional institution will give priority to individuals who are likely to leave the correctional institution within five years of participating in educational programs.

11.3 Types of Institutional Settings

The State Department of Education will approve funds for programs providing services in the following types of correctional institutions:

- Prisons;
- Jails;
- Reformatory;
- Work Farm;
- Detention Centers;
- Youth juvenile facilities;
- Halfway house, community based rehabilitation centers or similar institutions

12.0 DESCRIPTION OF PROPOSED LEADERSHIP ACTIVITIES

Section 243(2)(F) of the AEFLA requires supporting efforts aimed at capacity building at the state and local levels, such as technical assistance in program planning, assessment, evaluation, and monitoring of activities carried out under this subtitle.

12.1 Description of Activities

The South Carolina Department of Education will focus on improving the quality of services offered by local providers through state leadership. In an effort to meet the purposes of the WIA, the SDE will promote staff development, technical assistance, technology assistance, and other activities that will enhance delivery of educational services in South Carolina and assist local programs to increase their capacity to serve students.

12.1.1 Staff Development (for All Three Purposes of the WIA)

To improve the quality of instruction, training will be provided for adult education/literacy providers, directors, teachers, tutors, and other staff members on such topics as adults with disabilities, computer record-keeping system for adult education programs, and workplace methodologies for instructors. The SDE will use aggregated results from monitoring reports to identify problem areas and develop staff training. The SDE will provide funding to state professional associations to integrate relevant topics into the classroom. Additionally, the Workplace Resource Center is funded by the SDE and will provide technical assistance and specific training to local programs providing workplace education.

12.1.2 Technical Assistance (for All Three Purposes of the WIA)

All providers will receive technical assistance on an individual basis. Special training classes for instructors are available from the SDE as requested by providers. To facilitate the process of making requests, the SDE provides electronic access through e-mail, Listserv lists, and Web pages to all local providers. This technology will allow the SDE to be more responsive to technical assistance requests and allow individual service providers to interact with knowledgeable colleagues.

12.1.3 Technology Assistance (for All Three Purposes of the WIA)

A South Carolina Department of Education Web page provides numerous links to adult education and literacy Web sites. To strengthen communication, the SDE has implemented a statewide Listserv to update programs on state activities.

12.1.4 Monitoring and Evaluation of Improvements of Adult Education and Literacy Providers (for All Three Purposes of the WIA)

All programs will be monitored for compliance at least once each fiscal year. Program procedures will be reviewed and technical assistance will be provided to improve program quality. As stated in section 4.1, above, an annual evaluation of each project will be conducted. Results of those evaluations will be compiled and used to develop technical assistance priorities

12.2 Estimated Funding

The estimated funding for the state leadership projects will not exceed 12.5 percent of the total grant award. Approximate funding is \$981,000.

12.3 Description of Activities under Section 427 of the General Education Provisions Act

All eligible providers will be required to participate in a three-year training program on Special Needs conducted by the South Carolina Department of Education. Statewide training will begin in February 2000, and will include extensive training on state and federal regulations, as well as information to assist providers on best practices and accommodations. Training outcomes will be determined and measured by yearly monitoring visits that the State Department of Education will conduct with all eligible providers. The monitoring visits will focus on how all eligible providers are meeting the needs of the Special Needs population in their programs. Programs will be accountable for implementing accommodations, students' individual plans, and state and federal regulations.

The South Carolina Department of Education has currently proposed to amend state regulations that prohibit dual enrollment in a South Carolina high school and in adult education programs. The amendment will allow a student to receive assistance in K–12 programs and in adult education up until his or her twenty-second birthday, if an Individualized Education Plan (IEP) has determined that adult education programs are providing best placement for the student with special needs. This amendment will allow students to receive a continuum of services from the Department of Education.

12.4 One Stop Participation

The South Carolina Department of Education as the eligible state agency has identified all eligible providers as mandatory one-stop partners. All eligible providers in each SDA will form a committee that will represent Title II as mandatory partners in the one-stop delivery systems. All eligible providers in each area will determine if individual eligible programs will specialize in providing specific services or if each eligible provider will be represented in the one-stops.

The South Carolina Department of Education will utilize leadership funds to give training and technical assistance to eligible providers so that they can serve effectively as one-stop partners.

12.5 Collaboration with Other Agencies and the Office of Vocational and Adult Education's Division of Adult Education and Literacy

The SDE's Office of Adult and Community Education will collaborate with other state agencies to strengthen adult education. The Office will establish a Memorandum of Understanding with the Department of Social Services to address the needs of welfare clients. Further, the Office will be represented on state and local boards and committees in order to promote adult education and will be represented in meetings and training sessions called by the U.S. Department of Education's Office of Vocational and Adult

Education's Division of Adult Literacy in order to enhance staff knowledge and skills in administrating and providing technical assistance to adult education programs.

12.6 Accessibility of Programs to Students and Accessibility of Professional Development Opportunities to Teachers

Local adult education programs are located in each county in the State. Additionally, local programs provide several learning centers within each county so that accessibility is not a deterrent to an adult desiring to enter a program. Each local provider also is required to structure professional development activities that are easily accessible and pertinent to all staff members. The local program must describe staff development activities in its application for funding. Staff development activities also can focus on training for students as well as teachers and other staff members.

APPENDIX A

Learning Resources, Inc. (LRI) is an experienced provider of industry-validated assessment programs, learning curricula for workers and adult students and support for economic development, and the establishment of skill standards.

Workplace Success Skills (WSS) Assessment System's Link to the SCANS Report

The following provides an overview and comparison of how the competencies measured by the WSS program compare with corresponding parts of the SCANS Report.

SCANS: THREE-PART FOUNDATION

SCANS Basic Skills

- reads,
- writes,
- performs arithmetic and mathematical operations,
- listens, and
- speaks.

Related Workplace Success Skills (WSS) Basic Skills

- recognizes information most relevant and important to a situation;
- recognizes ambiguous or inconsistent statements, hears “between the lines”;
- accurately recalls factual information from discussions; and
- extracts and interprets information presented in a graph or chart format.

SCANS Thinking Skills

- thinks creatively,
- makes decisions,
- solves problems,
- visualizes, and
- knows how to learn and reason.

Related Workplace Success (WSS) Thinking Skills

- identifies alternative methods/procedures which can benefit operating effectiveness and efficiency;
- prioritizes conflicting demands;
- identifies methods/procedures that inhibit effectiveness;
- initiates action to correct operating problems or inefficiencies rather than simply accepting them;
- suggests alternative methods and procedures to others to enhance their performance or that of the group;
- assists others in clarifying roles, responsibilities, and accountabilities regarding work assignments;
- absorbs and applies new information; and
- is able to master and apply new information (trainability).

SCANS Personal Qualities

- displays responsibility,
- self-esteem,
- sociability,
- self-management,
- integrity, and
- honesty.

Related Workplace Success Skills (WSS)

- initiates action to correct operating problems or inefficiencies rather than simply accepting them;
- actively acknowledges and recognizes the positive work efforts and accomplishments of others;
- handles differences of opinion that arise;
- solicits the views and opinions of others for solving problems and improving procedures;
- provides others with feedback on their work quality, productivity, etc., which affects his or her own work;
- sets high standards for his or her own work;
- demonstrates a concern for doing things “in a quality way”;
- demonstrates ownership for the timely completion of assigned work;
- encourages others to apply high work standards when completing work;
- offers assistance to coworkers who are experiencing problems (behind schedule, quality-related, etc.);
- responds in a positive and constructive manner to problems and concerns raised by others;
- adheres to company policies and procedures; and
- persists with ideas and recommendations despite resistance by others.

SCANS FIVE COMPETENCIES

SCANS Interpersonal Skills

- works effectively with others,
- participates as a team member,
- teaches others,
- serves clients/customers,
- exercises leadership,
- negotiates, and
- works with diversity.

Workplace Success Skills System (WSS)

- actively acknowledges and recognizes the positive work efforts and accomplishments of others;
- mediates differences of opinion that arise;
- interacts positively, calmly, and nondefensively when others are hostile or angry;
- solicits the views and opinion of others for solving problems and improving procedures;

- works cooperatively with others to resolve problems of mutual concern;
- provides coworkers with feedback on their work quality, productivity, etc., which affects his or her own work activities;
- assists coworkers in clarifying roles, responsibilities, and accountabilities regarding work assignments;
- sets high standards for his or her own work;
- encourages others to contribute ideas and suggestions;
- demonstrates ownership for the timely completion of assigned work;
- encourages others to apply high work standards when completing their work;
- offers assistance to coworkers who are experiencing problems (schedules, quality, etc.);
- responds in a positive and constructive manner to problems/concerns raised by others; and
- persists with ideas and recommendations despite resistance by others.

SCANS Resources

- identifies,
- organizes,
- plans, and
- allocates resources (i.e., time, money, materials, facilities, and human resources).

Workplace Success Skills (WSS) System

- identifies alternative work methods/procedures which can benefit operating effectiveness;
- prioritizes conflicting work demands;
- identifies work methods/procedures that inhibit optimal work performance;
- initiates action to correct operating problems or inefficiencies rather than accepting them; and
- demonstrates an ability to organize work for self and others to accomplish tasks.

SCANS Information

- acquires and uses information (i.e., acquires and evaluates, organizes and maintains, interprets and communicates, and uses computers).

Workplace Success Skills (WSS) System

- recognizes information most relevant and important to a situation;
- encourages others to contribute ideas and suggestions.
- recognizes ambiguous or inconsistent statements, hears “between the lines”;
- accurately recalls factual information from discussions;
- adheres to company policies/procedures (e.g., safety policies, personnel policies, etc.); and
- extracts and interprets information presented in graph or chart form.

SCANS Systems

- understands complex interrelationships (i.e., understands systems, monitors and corrects performance, improves or designs systems).

Workplace Success Skills (WSS) System

- identifies alternative work methods/procedures that can benefit operating effectiveness and efficiency;
- identifies methods/procedures that inhibit performance and those that can improve performance of oneself or one's group;
- suggests alternative work methods and procedures to coworkers aimed at enhancing their performance or that of the group; and
- is able to absorb and apply new information.

SCANS Technology:

- works with a variety of technologies.

Workplace Success Skills (WSS) System:

- [The competency is not measured by WSS.]

APPENDIX B

Measurable Outcomes for Workplace

1. Productivity Improvement
 - Waste reduction
 - Less rework
 - Volume increase
2. Applied Knowledge
 - Quicker response time
 - Machine uptime
 - Shorter time to complete task
3. Job Success
 - Retention rate
 - Promotion
 - Raises
 - Increased responsibilities
4. Employee Attitudes
 - Attendance
 - Number of grievances
 - Workplace injuries
5. Soft Skills
 - Team participation
 - Listening
 - Improvement
 - Enhanced communication skills

Outcome measurements should use existing workplace indices where available. “Job tasking” may need to be performed prior to deciding which may be applicable and is available from the Workplace Resource Center.

Appendix C

Parent-Child Interaction Scale

A. Infant to Preschool Scale

Directions: Please indicate how often you participate in the following activities with your infants, toddlers, or preschoolers. Circle your response

1. I read and talk to them.	Very often	Sometimes	A few times	Never
2. I have children's books for them.	Very often	Sometimes	A few times	Never
3. We take trips to the library.	Very often	Sometimes	A few times	Never
4. I play with my children.	Very often	Sometimes	A few times	Never
5. I sing nursery songs and rhymes to them.	Very often	Sometimes	A few times	Never
6. I recite nursery songs and rhymes to them.	Very often	Sometimes	A few times	Never
7. I take them to the zoo.	Very often	Sometimes	A few times	Never
8. I take them to the grocery store.	Very often	Sometimes	A few times	Never
9. I take them to the park.	Very often	Sometimes	A few times	Never
10. My children see me reading.	Very often	Sometimes	A few times	Never
11. I encourage conversations with them.	Very often	Sometimes	A few times	Never

B. School-Age Scale

Directions: Please indicate how often you participate in the following activities with your child or children. Circle your response.

1. I read stories to them.	Very often	Sometimes	A few times	Never
2. I encourage them to read.	Very often	Sometimes	A few times	Never
3. I have them tell me stories.	Very often	Sometimes	A few times	Never
4. We take trips to the library.	Very often	Sometimes	A few times	Never
5. I help them write and spell.	Very often	Sometimes	A few times	Never
6. I go to school and find out how I can help.	Very often	Sometimes	A few times	Never
7. I help them make up stories.	Very often	Sometimes	A few times	Never
8. I help them pronounce words.	Very often	Sometimes	A few times	Never

Appendix D

Home Environment Process Checklist

Directions: Following your interview with the parent(s), place a checkmark in front of each factor that you believe is an accurate representation of the home environment.

A. Work Habits of the Children (and Parents)

- ☐ 1. The degree of structure, sharing, and punctuality in the home activities.
- ☐ 2. Emphasis on regularity in the use of time and space in the home.
- ☐ 3. Priority given to schoolwork, reading, and other educative activities over TV and other recreation.

B. Academic Guidance and Support

- ☐ 4. Frequent encouragement of the child for his or her schoolwork.
- ☐ 5. Parental knowledge of strengths and weaknesses in the child's school learning and supportive help provided when really needed.
- ☐ 6. Availability of a quiet place to study with appropriate books, reference materials, and other learning tools.

C. Stimulation to Explore and Discuss Ideas and Events

- ☐ 7. Family interest in hobbies, games, and other activities that have educative value.
- ☐ 8. Family use and discussion of books, newspapers, magazines, and TV programs.
- ☐ 9. Frequent use of libraries, museums, and cultural activities by the family.

D. Language Development in the Home

- ☐ 10. Family concern and help for correct and effective language usage.
- ☐ 11. Opportunities for the enlargement of vocabulary and sentence patterns.

E. Academic Aspirations and Expectations

- ☐ 12. Parental knowledge of the child's current schoolwork and school activities.
- ☐ 13. Parental standards and expectations for the child's schoolwork.
- ☐ 14. Parent educational and vocational aspirations for the child.

☐ Total number of checkmarks